

MDE-002 - Term-Paper
Design and Facilitation of Online Course
INSTRUCTIONAL DESIGN DOCUMENT FOR ONLINE COURSE

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1. Teacher : Pradeep Jain and others.
2. Course Title : Diploma in Instructional Design
3. Course Code : did
4. Course is part of : Masters in Instructional Design Programme
5. Level of the course : Grade Diploma
6. Course Delivery Mode : Completely Online
7. Duration of the Course : 60 hours over 4 months (15 weeks)
8. Technology Support Team : 3 persons
9. Availability of Similar Courses (to check competition /duplication) : The course is a short term diploma course available with one university in India. The course available with the competitor university is restricted to be done by only women and therefore has tremendous scope as we do not have any such restrictions. Since, the course envisages excellent scope in the country due to its urgent requirement, the university does not foresee any competition. The university is confident of the success of the programme because of huge demand of Instructional Designers throughout the country and even in foreign countries in the academic fields due to mammoth expansion of interests among the people. Hence, university does not find virtually any competition nor duplication of such course.
10. Give an Overview of the Course covering its Need : Teaching online requires almost same skills and techniques instructors normally use in traditional classes, but there are some basic differences in its implementation. In an online course, students access the course materials over the Web at any time of day or night. Usually much of the information students get in the course comes from the class textbook (if one is assigned) and other readings, along with what they get from library research, Internet resources, CD-ROMs, and other resources.

Most importantly, students in an online course depend on conferencing software, email, and other asynchronous modes of communication for the interaction they have with each other and with the instructor. This interaction is the core of the course. In an online course, students cannot simply raise their hand to ask a question as they would normally do in a classroom. Email and conferencing software more than make up for this, since having to type out a question forces more reflection before posting it. In addition, thanks to the flexibility of the Web, students will never miss vital class discussions. They can log on and access class materials and discussions at virtually any time of day. Finally, the potential for collaborative work and small-group discussions among students who may never meet face-to-face is what makes Web-based courses so exciting and so powerful an educational format. Perhaps, that is the reason precisely the online course are now preferred to

the traditional course, however, still in terms of usage, the traditional courses outdo the online courses particularly in our developing country.

11. Description of the Teaching, Learning and Assessment proposed :

In professional education, learning by teaching designates currently the method by Jean-Pol Martin that allows pupils and students to prepare and to teach lessons, or parts of lessons. Learning by teaching should not be confused with presentations or lectures by students, as students not only convey a certain content, but also choose their own methods and didactic approaches in teaching classmates that subject. Neither should it be confused with tutoring, because the teacher has intensive control of, and gives support for, the learning process in learning by teaching as against other methods. In classrooms where assessment for learning is practiced, students know at the outset of a unit of study what they are expected to learn. At the beginning of the unit, the teacher will work with the student to understand what she or he already knows about the topic as well as to identify any gaps or misconceptions (initial/diagnostic assessment). As the unit progresses, the teacher and student work together to assess the student's knowledge, what she or he needs to learn to improve and extend this knowledge, and how the student can best get to that point (formative assessment). Assessment for learning occurs at all stages of the learning process.

12. Objectives of the Course :

The course aims at strengthening the skills of Instructional Designing of those who are already working as Instructional Designers so that they can work in the same field in a more scientific manner. The course also envisages at preparing others particularly those who possess flair to enter into the e-learning industries as Instructional Designer. There is a very heavy demand for Instructional designers not only in India but the world over more so after the success of online learning as instructional design has a greater importance in any online learning. Instructional objectives describe skills, knowledge, abilities or attitudes students should possess after they complete the training. The starting point for designing a course of study should include these instructional objectives; this involves determining the intended outcomes of the training. Good instructional objectives describe an observable performance, one that can be observed and measured by an instructor or manager. Learning Objectives are not brief descriptions of lesson content or descriptions of student activities. Each question on a quiz should link to a specific learning objective. Objectives vs. Activities -- To help distinguish Instructional Objectives from instructional activities, consider these two examples sentences:

1. The student will view a simulation of XYZ software operations.
2. The student will identify at least three XYZ software operations.

The first statement does not meet the definition of an objective because it describes an "activity," not a skill one expects of the learner. In contrast, the second statement describes a skill one would not expect a student to know without some form of training or education.

Well-written learning objectives describe what the student will be able to do after the training; these objectives represent the intended learning outcomes from the training. It is a good practice to write Instructional Objectives before or while writing the course outline or Storyboard. That way, the teaching can "teach to the objectives." Then when the Instructional Designer or SME writes the test, they will be able to test how well the course taught the objectives and how well the students learned them. In this way, Learning Objectives and Learning Outcomes are directly related.

13. Description of the Characteristics of the Target Audience :

- a. Instructional Designers and Content Writers who wish to learn systematic and effective instructional design.
- b. Copy-writers/Copy Editors/Journalists who wish to learn instructional design for exploring the eLearning industry.
- c. Trainers working with the BPO industry who would like to use the knowledge of instructional design to enhance their training programs.
- d. Trainers working with the Learning & Development/HR/Training divisions of various organizations who wish to design their classroom training modules (ILT modules) to make them more effective, by applying the instructional design principles.
- e. BPO Executives and Technical Writers who would like to shift to a more rewarding and satisfying career.
- f. Teaching professionals who would like to explore a more remunerative career option that will take their ideas to a much broader audience.
- g. Individuals who enjoy writing & wish to influence the way learning is imparted.

Pre-requisites for the Course :

The applicant should have good command over written English.

The applicant should be minimum a graduate.

14. Description of the Context (organizational expertise in terms of technology, content, teacher capacity):

In reference to the development of online course in instructional design, the organization must have access to latest and licensed technology. The content development of the intended course will purely depend upon the expertise and experience of the faculty.

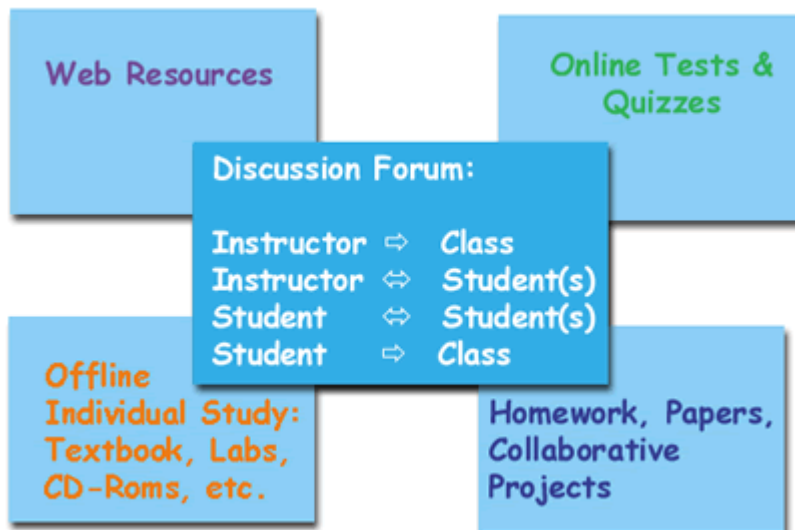
15. Description of the Course Content (Outline) :

- ✓ Introduction (of the course, Instructor and participants)
- ✓ What is Instructional Design?
- ✓ Models of Instructional Design
- ✓ Learner Analysis
- ✓ Content and Context Analysis
- ✓ Instructional Objectives
- ✓ Psychological Bases of Learning
- ✓ Evaluation Strategies
- ✓ Instructional Strategies and Instructional Media
- ✓ Evaluation of Instructional Design
- ✓ Instructional Design Document

- ✓ Project work on Preparation of ID document
- ✓ Submission of final ID document
- ✓ Final written test (Online) and Evaluation
- ✓ Declaration of Result

16. Philosophical Foundations for the Course (Describe here the theory/ model/ methods/ approaches that you would like to use in this course, and the reasons) :

The method which we would like to use has certain logical steps while implementing the course in practice. Here's a step by step example of what happens accompanied by a figure to illustrate the concepts being discussed:



1. Students enroll in the desired online course via institution's registration procedures well defined in the website.
2. Students receive their usernames and passwords allowing them access to the course materials. They also purchase the textbook (if required) and other materials from the designated bookstore or other source(s).
3. Each week, for the duration of the course, the instructor assigns units and materials from the course Web site, readings from the textbook and other print materials, writing assignments, group projects, and other activities. Students work on their own time, going over the online course material from any personal computer with Web access, whether it's at institution, at home, at work, or in the library. They submit completed assignments via email.
4. Students communicate electronically with each other and the instructor several times a week. Of course, email, voicemail, fax, and telephone are also viable means of communication, but the heart of an asynchronous Web-based course will take place in the online discussion room. Instructors use many

strategies to promote communication online which help ensure student participation and achieve maximum effectiveness in online discussions.

5. At appropriate times the instructor tests student retention of the material. Many Web-based courses have short online Self-Tests for each unit that students use to evaluate their own progress. Also, many textbook companies provide accompanying web quizzes as ancillary materials to the text. Usually an instructor will give mid-term and final exams and/or assign projects. Depending on the institution's examination policies, the instructor may need to make suitable arrangements for issuing and proctoring these examinations.
6. Students are assessed and graded on a combination of factors – test/quiz scores, individual and group project grades, homework, participation in class discussions, etc.

17. Media Analysis (Proposed media to be used, such as Text, audio, video, animation, VR) :

The course will utilize the following media:

- Course guide
- Instructor
- Slide presentation with graphics
- Flipcharts
- Post-it notes
- Paper and pencil, etc.

The course will incorporate realistic business situations as much as possible, to ease the transfer from the learning environment to the work environment.

18. Interactive Elements in the Course (use of email, blog, discussion forum, wiki, virtual conferences, etc) :

It is very essential that the learners group uses different interactive elements so as to enable them to have a proper coordination with the peer group as well as instructors. The frequently used elements are as under :

- Email
- Discussion forum
- Online chat

- Participant corner (social)
- Wiki
- Web-based video conference
- White-board
- Virtual Conference, etc

19. Content Development Strategy :

Content Development, Assessment & Evaluation require a great deal of expertise. "The Hitchhiker's Guide to Course Development is designed as a resource for individuals with varying levels of course design experience:

- Individuals new to higher education can use this site to help design their first classroom based course integrating technology wherever required.
- Experienced instructors, being encouraged to place materials within a learning management system, can use this site to decipher the differences between Web-Presence, Web-Enhanced, Web-Centric and Online courses and how to plan courses for online delivery.
- Instructors of online courses, looking for new ideas and ways to improve their course, can use the site to improve content development by finding sources for pre-developed content and ideas to improve student centered learning.
- Instructional Designers and Instructional Support Staff can use this site as a reference for themselves or as a resource for the faculty they support."

20. Technologies to be Used : The proposed course envisages following technologies to be used :

- LMS/ CMS/ Wiki/ Cloud learning environment
- Proprietary vs open source
- Blending strategy: Web-OER-F2F
- Use of educational technology devices (eg webcast, video, audio, etc)
- Web 2.0: Informal Network
- Open Education Resources, and Formal E-Courses

21. Implementation Plan and Time line : Such kind of online courses in Instructional Design require a great deal of time and expertise. According to availability of resources the organisation may require 6 months to one year time schedule to develop such online course.

22. Assessment Strategies (including the nature of student assessment to be done with their weight) :

To assess the effectiveness of a training program, educators often turn to the four-level model created by Donald Kirkpatrick. According to his model, evaluation should begin with level one and then should move sequentially through levels two, three and four as budget and time allow. Information from each prior level serves as a base for the next level's evaluation. Each successive level represents a more precise measure of the effectiveness of the training; however the higher levels require more rigorous and time-consuming analysis. There are two ways of displaying Kirkpatrick's Four Levels of Evaluation. First, the preferred manner as per the Kirkpatrick's Partners website, and second, the way the four levels are commonly used in business. Some K-12 teachers have developed their own variations.

23. Overall Course Evaluation : From reviewing the points mentioned in the article it is evident that the process of learning in twenty-first century is gearing toward Open and Distance learning. Immense and fast track development in Information Technology has made it easier to fulfil this movement. Many Universities and Educational Organizations are offering online courses and programs. This has led to the need for Instructional Designers who will plan online instruction in the most effective and efficient way. Therefore, the scope of as such all online courses and particularly in the area of instructional design is very high as the education industry is moving faster with the growth of online courses.
